

granted and expect the students to possess. They have a chemical vernacular, and understand elementary chemical language. In a mixed class of the two kinds of students it is necessary to begin by teaching the language of chemistry—definitions, spelling, explanations of the simplest terms. The high-school graduate with chemistry credit has his intelligence insulted by listening to the teaching of the *ABC*'s. On the other hand, in a section of advanced students it is not necessary to define element, chemical change, valence, Boyle's law, atomic and molecular weights—these can be taken for granted. The students should be made to realize this. Then if they are not in possession of the facts, the responsibility is theirs, and they must look up the high-school text and review the prerequisites. The teacher has sufficient opportunity to test the students' knowledge and can purposely review that material which seems necessary.

By such a course the high-school student feels that he is promoted instead of marking time; he makes use of all he brings with him, his memory is stimulated, his curiosity aroused, his self-respect is maintained—in short, chemistry is being taught on the basis of good psychology and correct pedagogy—the minds are stimulated instead of being rendered stagnant and indolent.

Yale Gets Institute for Study of Human Relations. Something entirely new in the development of science and its application to human affairs is planned for Yale University, in the building at New Haven of an Institute of Human Relations. Gifts and subsidies representing a capital of \$7,500,000 will go toward the establishment of an organization within the University, whose function it will be to bring to the study of human life, as it goes on in the world every day, all the massed assets of science. It will act as a point of liaison for hitherto separated and largely unrelated branches of knowledge and technic, such as the social sciences, psychology and psychiatry, biology, medicine, and law. Each member of its staff will also be a member in full standing of the regular university department in which his science is represented, so as to maintain contact with the entire university group.

Although a startling innovation, the Institute of Human Relations is, according to Pres. Norman Angell, a logical development of the best tendencies in modern education and research. It is designed to permit progress which cannot well be made as long as sharp lines divide the various branches of science from one another in educational institutions. It is based on the belief that speaking precisely, the living human body and the human mind are not separate, but interdependent entities, and that, in like manner, the individual and the social group can be understood only in relation to each other.

The principal contributors to the support of the new organization are the Rockefeller Foundation, the Commonwealth Fund, and the Laura Spelman Rockefeller Memorial. For a building to house the institute \$1,500,000 will be expended; \$100,000 a year will be used for the next ten years in the development of the program in psychiatry; and \$150,000 a year for a like period will be devoted to research in the social sciences and for continuance of research in child development and psychology.—*Science Service*